

gym suits in preparation for the class and twelve minutes after class for bathing and dressing should prove sufficient.

Of course, it is desirable for the students' to own simple but uniform gymnasium costumes and rubber sole shoes. It is urged that these be required if possible. In situations where participation in street clothes takes place, girls should never be allowed to participate while wearing shoes with high heels, there is always a certain risk of being injured.

Soap and towels should be provided by the school or furnished by the students. The city schools usually charge a small towel fee and furnish towel and soap.

## CONTENT AND METHOD

Content and method in relation to physical education are practically inseparable. Content is any experience, activity or reference facts used in meeting a problem. Methods are the uses made of this content in the better development of the individual. Different types of activities and different situations call for different methods. The teacher must realize that materials and suggestions for teaching given here must be adapted to the local teaching situation.

The underlying principles of physical education are the same as those of general education. Both are concerned with the application of general methods to specific situations; therefore, any physical education activity, well selected and properly taught, should make a definite contribution towards the objectives of general education. If it does not it has no place in an educational program. The teacher should keep this constantly in mind.

It will be noted that formal calisthenics and military tactics are not included in this bulletin. Activities that are natural and have inherent interest to pupils, involving such fundamental movements as walking, running, leaping, hopping, throwing, catching, and rhythmic serve as the basis for the content of the physical education program.

### GENERAL SUGGESTIONS FOR TEACHING ANY ACTIVITY

1. Organize the program to meet the needs of the pupils.
2. Make the best use of available facilities.
3. Know an activity thoroughly and complete all preparation for the activity before attempting to teach it.
4. To introduce an activity, name it, explain it, put the class in the necessary formation, demonstrate it, ask for questions, and then start it.
5. Make explanations clear and concise. Drive home the main facts and allow the lesser details to take care of themselves. Remember that the doing of an activity is far more helpful than explanation.
6. Encourage participation by all pupils. Handicapped children may act as helpers.
7. Choose, whenever possible, activities that relate to the season, weather, or day.
8. Encourage creativeness on the part of the pupils.
9. Pupil leaders should share in the responsibility of the physical education period as far as it is consistent with good teaching.
10. If an event is going badly, stop it, iron out the difficulties and then restart it.
11. Use the whistle sparingly and for one purpose only: to stop, look, and listen. It should never be used to start races or games.